

Subject: Independent Study Board Policies

Authority and Applicability

These Independent Study Board Policies apply to all pupils participating in independent study at Iftin Charter School and are adopted in accordance with California Education Code sections **51745–51749.6**, as amended.

Each pupil’s independent study program shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee of the School.

Independent study is a voluntary educational alternative to in-person instruction and shall be offered only when it is determined to be in the best educational interest of the pupil.

Pupil Achievement and Engagement Monitoring

Pupil achievement and engagement in independent study shall be monitored using applicable pupil-level measures consistent with **Education Code section 52060(d)(4)–(5)**, including but not limited to:

- Statewide assessments (CAASPP or successor assessments)
- English Language Proficiency Assessments for California (ELPAC), as applicable
- Reclassification rates for English learners
- Attendance rates
- Chronic absenteeism indicators
- Completion of assignments
- Progress toward successful completion of courses
- Teacher determination of academic progress and engagement

Standards-Aligned Instruction and Substantial Equivalence

Instruction provided through independent study shall be:

- **Aligned to California grade-level content standards**, and
- **Substantially equivalent in quality and rigor to in-person instruction**, including access to instructional materials, academic support, and certificated staff.

Assignment Completion Timelines

The maximum length of time that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work shall be:

- **Transitional Kindergarten through Grade 3:** Two (2) weeks
- **Grades 4 through 8:** Two (2) weeks

When special or extenuating circumstances justify a longer period, the CEO or designee may approve an extended timeline **not to exceed eight (8) weeks**, pursuant to a written request with justification.

Independent Study Duration Definitions

For purposes of this policy:

- **Short-Term Independent Study:** Fifteen (15) school days or fewer in a school year
- **Long-Term Independent Study:** Sixteen (16) school days or more in a school year

There is no minimum number of days required to claim average daily attendance (ADA) for independent study participation.

Attendance and ADA Documentation

Attendance for independent study shall be based on:

- The time value of pupil work products, including asynchronous instructional time documented through a computer program or learning management system; and
- Synchronous instruction and live interaction time.

Attendance shall be reported in hours or fractions of hours in accordance with applicable Education Code requirements.

Satisfactory Educational Progress and Missed Assignments

A pupil shall be evaluated to determine whether independent study remains in the pupil's best interest if the pupil:

- Fails to complete **three (3) consecutive assignments** during any period of fifteen (15) school days; or
- Fails to make **satisfactory educational progress**.

Satisfactory Educational Progress Indicators

Satisfactory educational progress shall be determined based on **all** of the following indicators:

- Completion of assignments, assessments, or other evidence that the pupil is working on assigned work
- Evidence that the pupil is **learning required concepts**, as determined by the supervising teacher
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher

Evaluation Records

A written record of the findings of any evaluation conducted pursuant to this section shall:

- Be treated as a **mandatory interim pupil record**
- Be maintained for a period of **three (3) years** from the date of the evaluation
- Be forwarded to another California public school if the pupil transfers, upon request, in accordance with state law

Tiered Reengagement Strategies

For pupils participating in independent study for fifteen (15) or more school days in a school year, the School shall implement tiered reengagement strategies in accordance with Education Code section 51747(e) when a pupil:

- Is not generating attendance for more than ten (10) percent of required minimum instructional time over four (4) continuous weeks of the School's approved instructional calendar;
- Is not participatory in synchronous instruction offerings pursuant to Education Code section 51747.5 for more than fifty (50) percent of the scheduled times of synchronous instruction in a school month, as applicable by grade span;
- Is not participatory in instructional activities for a significant portion of scheduled instructional time; or
- Is in violation of the written independent study agreement.

Required Reengagement Procedures

Tiered reengagement strategies shall include, but are not limited to, all of the following:

- Verification of current contact information for each enrolled pupil
- Notification to parents or guardians of lack of participation **within one school day** of the recording of a non-attendance day
- A plan for outreach from the School to determine pupil needs
- Connection to health, mental health, or social services, as appropriate
- A clear standard for requiring a **pupil-parent-educator conference** to review the pupil's written agreement and reconsider the impact of independent study on pupil achievement

A "pupil-parent-educator conference" shall include, at a minimum, all parties who signed the pupil's written independent study agreement.

Live Interaction and Synchronous Instruction

For pupils participating in independent study for fifteen (15) or more school days in a school year, the School shall provide the following opportunities:

- **Transitional Kindergarten through Grade 3:** Daily synchronous instruction
- **Grades 4 through 8:** Daily live interaction and at least weekly synchronous instruction
- **Grades 9 through 12:** At least weekly synchronous instruction

Live Interaction means two-way communication between the pupil and certificated or non-certificated staff for purposes of instruction, progress monitoring, or wellness.

Synchronous Instruction means classroom-style or small-group live instruction delivered in person or virtually involving real-time, two-way communication with the teacher of record.

Transition Back to In-Person Instruction

Pupils participating in independent study for fifteen (15) or more school days in a school year shall be permitted to return to in-person instruction **expeditiously**, and in no case later than **five (5) instructional days** following a request by the pupil or parent/guardian.

Exceptions for Pupils Under Professional Care

Pupils receiving medical treatment or inpatient mental health or substance abuse treatment under the supervision of a licensed professional are exempt from:

- Tiered reengagement requirements

- Live interaction requirements
- Synchronous instruction requirements
- Expedited return-to-in-person timelines

Documentation from the licensed professional shall be maintained by the School.

Written Independent Study Agreements

A current written independent study agreement shall be maintained on file for each participating pupil.

Long-Term Independent Study

For independent study programs lasting **sixteen (16) or more school days**, the written agreement shall be signed **before independent study begins** by:

- The pupil, if eighteen (18) years of age or older
- The parent, guardian, or caregiver, if the pupil is under eighteen (18)
- The supervising certificated employee
- The special education teacher, if applicable

Short-Term Independent Study

For independent study programs lasting **fifteen (15) school days or fewer**, the written agreement may be signed during the school year in compliance with statutory requirements.

Required Agreement Content

Each independent study agreement shall include, but not be limited to:

- The manner, time, frequency, and place for submitting assignments and for communication regarding academic progress
- The objectives and methods of study and evaluation
- The specific resources, instructional materials, and personnel available to the pupil
- Confirmation of access to necessary devices and connectivity
- Assignment completion timelines
- Standards for satisfactory educational progress
- The number of missed assignments allowed before an evaluation is conducted
- The beginning and ending dates of the agreement (not to exceed one school year)
- Credits or other measures of academic accomplishment
- Academic and other supports for English learners, pupils with disabilities, foster youth, homeless youth, and other pupils requiring additional support
- A statement that independent study is voluntary

Written agreements may be maintained electronically and may include subsidiary documents. Electronic signatures are permitted.

Before signing a written agreement, a parent or guardian may request a pupil-parent-educator conference to review educational options, curriculum, and available supports.

Adopted by Iftin Charter School Board: 5/22/26